

## Part B State Annual Performance Report (APR) for 2007

**Overview of the Annual Performance Report (APR):**

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report (APR)/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document.

**Overview of the Annual Performance Report Development:****Monitoring Priority: FAPE in the LRE****1. Indicator:** Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

**Measurement:**

- A. Percent = # of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- B. Percent = # of children with IEPs removed from regular class greater than 60% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- C. Percent = # of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total # of students aged 6 through 21 with IEPs times 100.

FFY	Measurable and Rigorous Target
2007	A. State average of children with IEPs removed from regular class less than 21% of the day will be 71% or higher; the standard deviation among districts will be 12%

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(2007-2008)	<p>or lower.</p> <p>B. State average of children with IEPs removed from regular class greater than 60% of the day will be 14% or lower; the standard deviation among districts will be 5% or lower.</p> <p>C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements will be 4% or lower.</p>
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### Actual Target Data for FFY 2007:

- A. State average of children with IEPs removed from regular class less than 21% of the day was 74.57%; the standard deviation among districts was 10.46%.
- B. State average of children with IEPs removed from regular class greater than 60% of the day was 11.01%; the standard deviation among districts was 7.35%.
- C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements was 3.69%; the standard deviation among districts was 1.99%

	Baseline Data FFY 2004	Actual Target Data FFY 2005:	Actual Target Data FFY 2006	Actual Target Data FFY 2007
A. Removed from regular class less than 21% of the day;	62.8%	63%	62.85%	74.57%
B. Removed from regular class greater than 60% of the day;	18.7%	15%	18.11%;	11.01%
C. Served in public or private separate schools, residential placements, or homebound or hospital placements.	4.7%	3.14%	4.85%;	3.69%

### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007:

Rhode Island met the state average goals for serving students in the Least Restrictive Environment (LRE) for the FFY 2007. Progress can be attributed to the implementation of the district plans to improve inclusive practices as well as statewide professional development including collaborative teaching, differentiated instruction, response to intervention, Positive Behavior Supports, and Universal Designs for Learning.

All districts were required to analyze their FFY 2007 LRE data and review their policies and procedures regarding LRE. Based on this analysis districts developed an appropriate plan to maintain successful practices and address areas of needed improvement. All districts were required to submit these plans as part of their Annual Consolidated Resource Plan.

State facilitators continued to provide professional development and to support the expansion of demonstration classrooms to promote the education of students with autism and other low-incidence

disabilities in the appropriate least restrictive environment. Professional development continued on differentiating instruction through two paid consultants and a cadre of teachers who provided statewide, regional, district and school-based sessions throughout the year. Rhode Island's focus on professional development for Response to Intervention continued to increase, with statewide, regional, district and school-based offerings.

In partnership with the Sherlock Center on Disabilities an Inclusion Initiative is being developed. Through this project direct technical assistance is provided to districts to help support increasing inclusive practices. In addition, a new IEP has been developed and statewide training is ongoing. IEP training will ensure proper documentation of the location of student services and provide guidance for IEP teams on determining the LRE for students.

All districts continue to be reviewed through Rhode Island Department of Education, Office for Diverse Learners focused monitoring process: School Support System (SSS). During 2007-2008 three of the ten districts which did not meet district targets were monitored through the SSS.

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### Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 -

Improvement Activity	Timelines	Resources
<b>ACCESS to Success</b> The ACCESS Program is a collaborative initiative of the Rhode Island Department of Education, Office for Diverse Learners and TechACCESS of RI. The goal of this initiative is to develop a sustainable and flexible model to support the use of technology in the classroom to achieve success of students with IEPs in the general education curriculum with a focus on reading and written language.	Ongoing 2008 - 2012	RI Department of Education Office for Diverse Learners personnel  TechAccess of RI personnel
Our professional development programs continue to provide opportunities for general and special educators to increase their capacity to provide differentiation of instruction and other support for diverse learning needs, social-emotional supports, access to the general curriculum, etc.	Ongoing through 2008-2009 academic year	RI Department of Education Office for Diverse Learners personnel